

Clic-Polit Summer School 2022



Student Assessment
An innovative approach

ASSESS



Co-funded by
the European Union

2021-1-IE01-KA220-SCH-000027825

Priscila Doran (NUCLIO)
Priscila@nuclio.org



Co-funded by
the European Union

2021-1-IE01-KA220-SCH-000027825



Go to www.menti.com and use the code 6094 2872

ASSESS



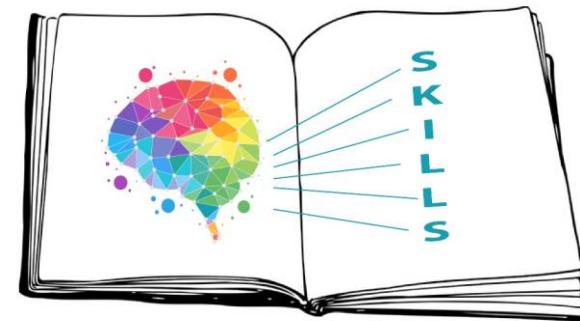
Why do we ASSESS students?

To give them a final score, compare them to others and place them in rankings?



OR

To promote self-awareness and the development of fundamental skills?



ASSESS



Is it important?

Yes! Of course!

To help students learn how to control their learning, to help them have and set goals, to aid their development

Where I am



Where I want to go

What do I need to do to get there

Self-Awareness – Self-regulated learning – Control over the process



Is it important?

Yes! Of course!

To allow teachers to evaluate the effectiveness of their practice and improve

Where my
students are



Where do I expect
my students to be

What do I need to do to help them get there

Improvement of teaching methods – Improved relationship with students



Is it important?

Yes! Of course!

To boost students' self confidence and improve their self-conceptions

Where I was



Where I am now

How many challenges I have overcome because I
made an effort!

Growth mindset – Positive self-conceptions – Increased self-esteem



Assessment has a lifelong impact on students – and we want it to be a positive one!

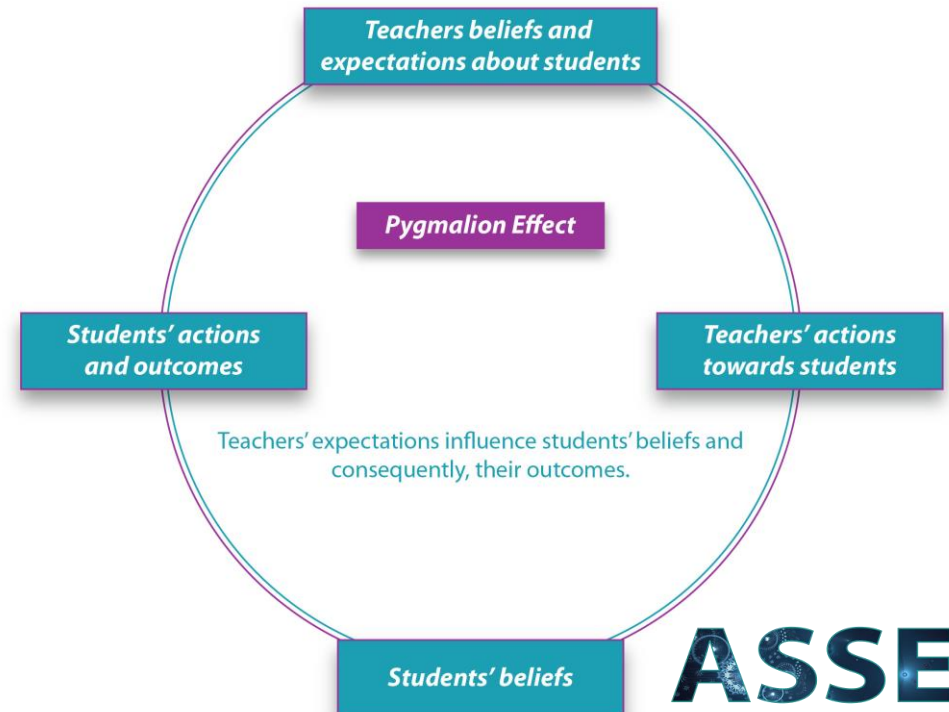
Two relevant psychology theories →

That every teacher should be aware of and work consciously on with their students

Weiner's attributional theory

Weiner's attribution theory		
	Internal	External
Stable	<p>ABILITY <i>I am able</i> <i>I am not able</i></p>	<p>DIFICULTY <i>The task was easy</i> <i>The task was difficult</i></p>
Unstable	<p>EFFORT <i>I worked hard enough</i> <i>I didn't work hard enough</i></p>	<p>LUCK <i>I succeeded by chance</i> <i>I failed by chance</i></p>

Pygmalion effect





Two relevant psychology theories

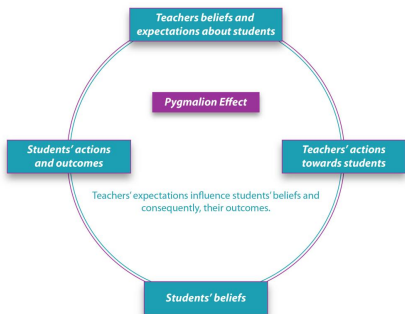
Weiner's attributional theory

Weiner's attributional theory		
	Internal	External
Stable	ABILITY <i>I am able</i> <i>I am not able</i>	DIFFICULTY <i>This task is easy</i> <i>This task is difficult</i>
Unstable	EFFORT <i>I worked hard enough</i> <i>I didn't work hard enough</i>	LUCK <i>I succeeded by chance</i> <i>I failed by chance</i>

SELF-FULFILLING PROPHECY

“Whether you think you can, or you think you can't – you're right” – Henry Ford

Pygmalion effect





How can teachers work consciously on these two theories? →

- 1 – Gaining awareness of the impact of their attitudes on students
- 2 – Formative Assessment



Formative assessment

Focuses on the process / Aids the process
Constant evaluation and reevaluation to
achieve the desired final result.



Summative assessment

Evaluation of the final result – sum-up
of all stages of the process. Legacy of
what was done.

ASSESS



Co-funded by
the European Union

2021-1-IE01-KA220-SCH-000027825



Summing-Up...

Yes, we should definitely assess our students!

But

With a different mindset!



So we don't fall into the trap of doing the same mistakes, with a different cover – Assessment is not about judgement and is not an activity without purpose. It should be carried out with awareness and in an intelligent way to achieve its goals!

Assessment = Support to development

ASSESS



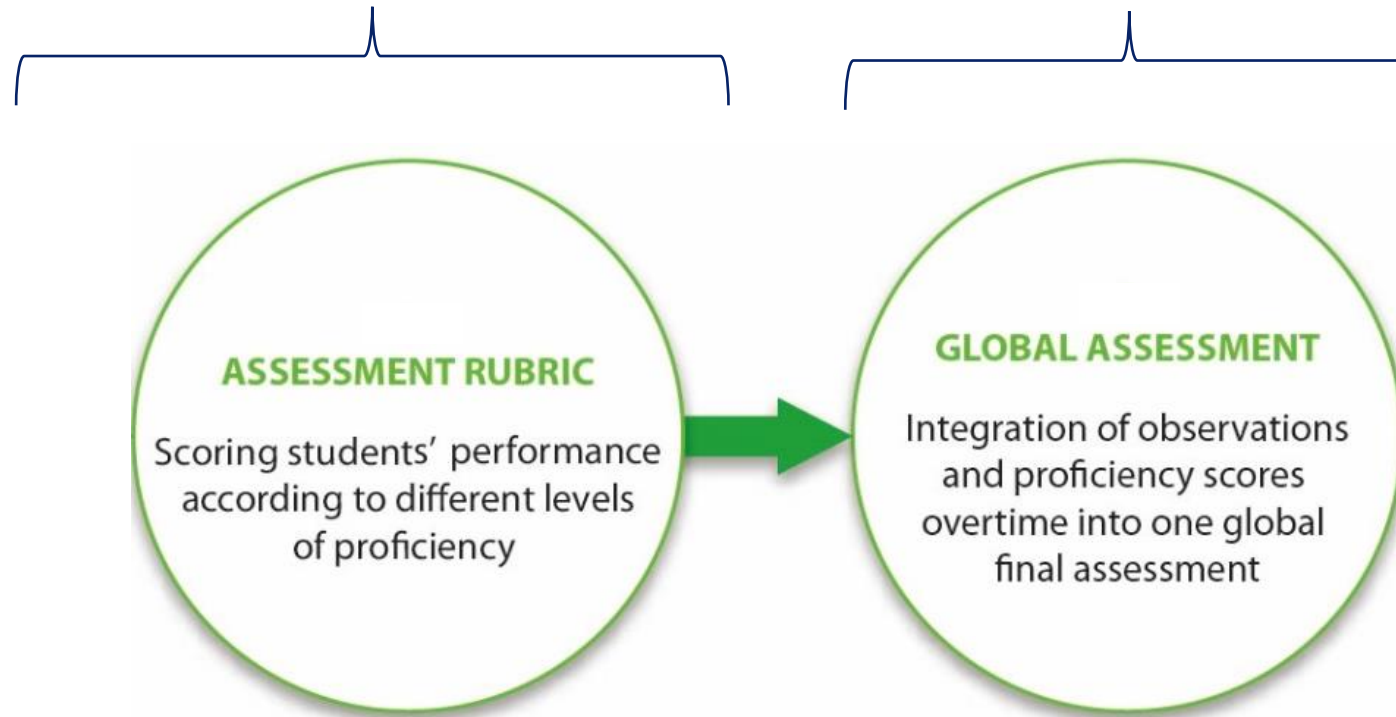
New tools and new methods

Formative Assessment

Sharing regular feedback with students
based on data collected

Summative Assessment

Use all the collected data to create a
final evaluation report





ASSESSMENT RUBRIC

Skill 1: Critical thinking

INDICATORS	Level 1	Level 2	Level 3	Level 4	Level 5	1st assessment
Showing critical spirit	Never questions the situation or conditions of own life.	Questions certain situations in own life.	Shows critical attitude towards conditions of own life.	Questions and explores reality, reflecting on life.	Formulates own judgements and evaluations based on systematic reflection on reality.	3
Distinguishing fact from opinion, interpretations, evaluations, etc. in others' argumentation	Accepts as own judgements or decisions based on opinions, evaluations, etc. as though they were objective facts.	Accepts without question judgments or decisions based on opinions, evaluations, etc. as though they were objective facts.	Questions judgments or decisions based on opinions, evaluations, etc.	Distinguishes objective facts from opinion and evaluations.	Correctly analyses judgements or decisions based on opinions, evaluations, etc.	2
Actively participating in discussion	Remains passive during discussions.	Finds it hard to participate in discussion situations.	Actively participates in discussion.	Participates constructively in discussions, contributing to constructions of rich, shared reflection.	In discussions serves as constructive point of reference to others.	4
Foreseeing the practical implications of decisions and approaches	Unaware of the effects of decisions and proposals.	Ignores the practical implications of decisions and proposals.	Foresees the practical implications of decisions and proposals.	Analyses the pros and cons of the effects of decisions and proposals.	Gives importance to proper evaluation of the pros and cons of decisions and proposals.	3
Reflecting on the consequences and effects that one's decisions have on others	Doesn't think about the consequences of own actions.	Simply accepts others' observations and criticism of own behaviour.	Reflects on the consequences and effects that own decisions have on others.	Recognises and accepts own mistakes.	Asks for, weighs and takes into account others' feedback on own conduct.	2

Where I am  Where I want to go
 What do I need to do to get there

Rubrics allow students to understand exactly why they received a certain evaluation, promotes a structured dialogue between teachers and students and helps students understand what they can do to improve.



GLOBAL ASSESSMENT

ASSESS

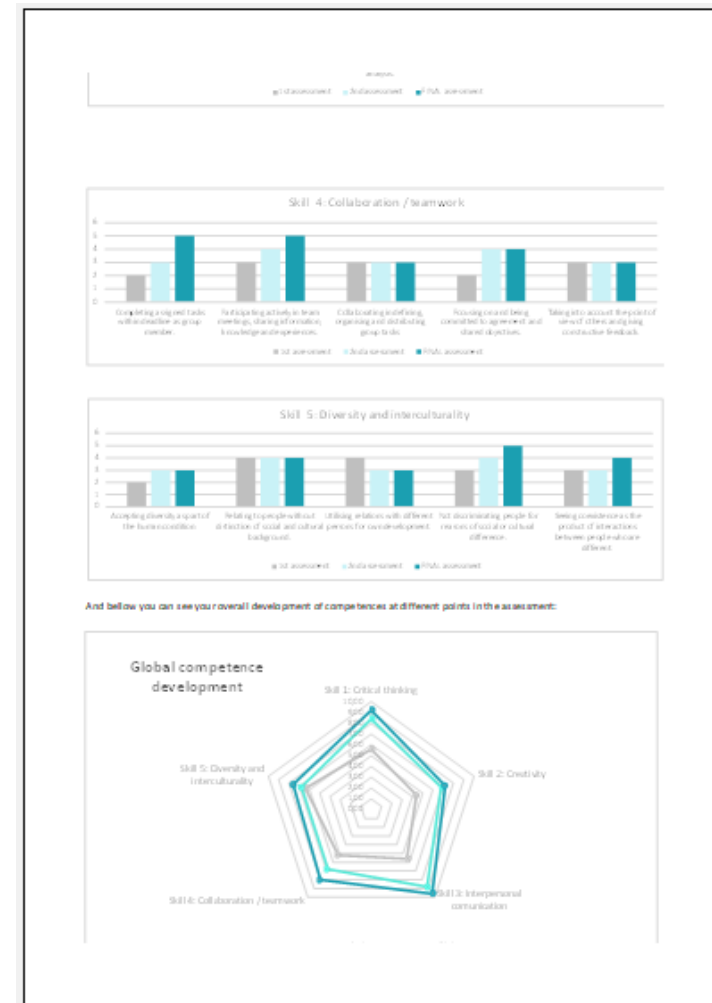


STEP 3:

N Student	Student Name	Skills					final grade (out of 10)	Feedback
		20%	20%	20%	20%	20%		
		S1: Critical thinking	S2: Creativity	S3: Interpersonal communication	S4: Collaboration / teamwork	S5: Diversity and interculturality		
student 1	Francisca	9,20	7,20	9,60	8,00	7,60	8,32	
student 2	Nuno	7,20	7,60	10,00	7,60	7,60	8,00	
student 3	Tomas	9,20	7,20	9,60	8,00	7,60	8,32	
student 4	Teresa	8,00	7,20	8,80	8,40	7,60	8,00	
student 5	Priscila	8,40	8,00	10,00	6,80	7,60	8,16	
Average		8,40	7,44	9,60	7,76	7,60	8,16	



4) GENERATE STUDENTS' REPORTS



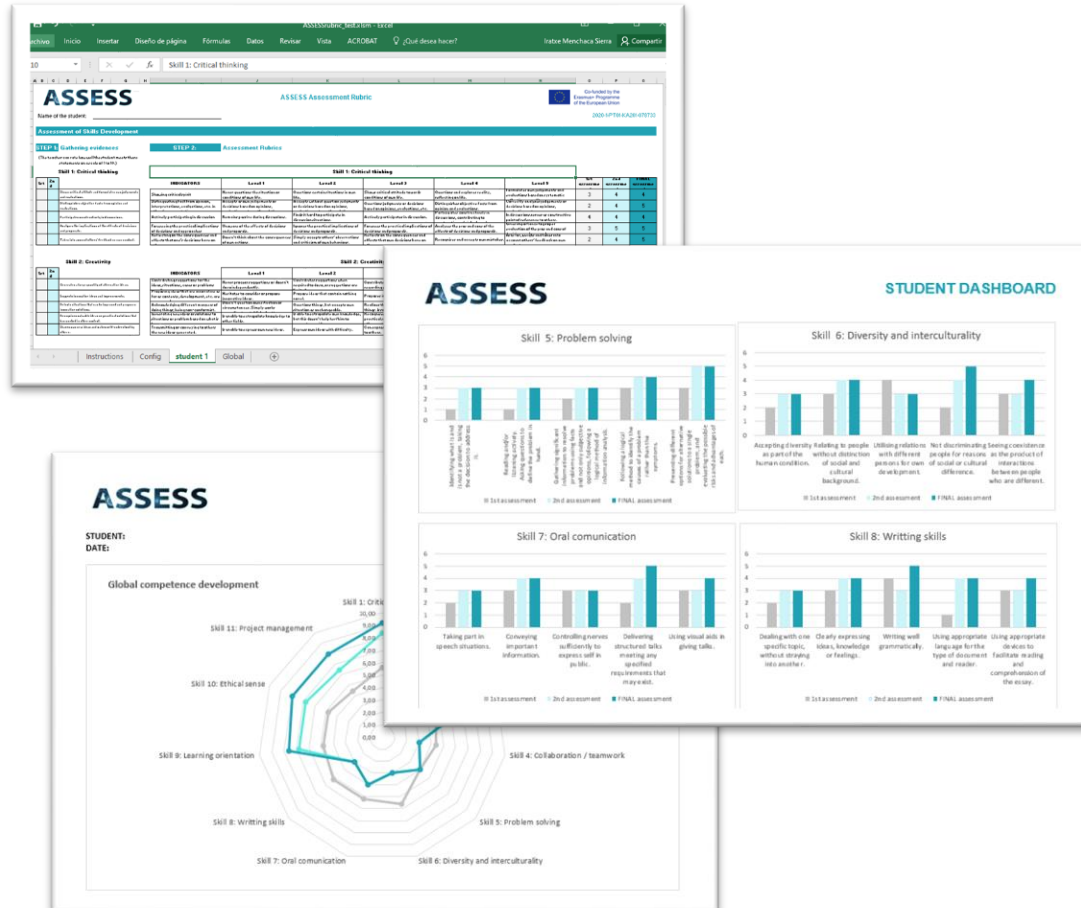


Co-funded by
the European Union

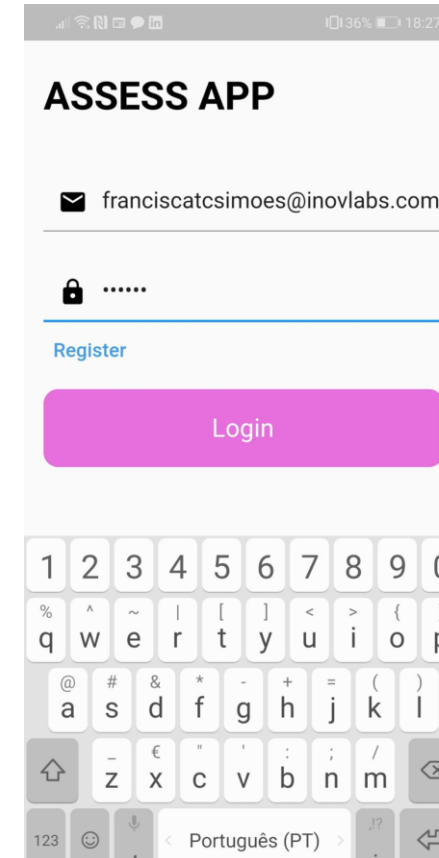
2021-1-IE01-KA220-SCH-000027825



ASSESS Toolkit



The App



ASSESS



ASSESS Skills

Primary Education

- Skill 1: Critical thinking
- Skill 2: Creativity
- Skill 3: Interpersonal communication
- Skill 4: Collaboration / teamwork
- Skill 5: Diversity and interculturality

Secondary Education

- Skill 1: Critical thinking
- Skill 2: Creativity
- Skill 3: Interpersonal communication
- Skill 4: Collaboration / teamwork
- Skill 5: Problem solving
- Skill 6: Diversity and interculturality
- Skill 7: Oral communication
- Skill 8: Writing skills
- Skill 9: Learning orientation
- Skill 10: Ethical sense
- Skill 11: Project management

Green Skills (GreenCompEdu)

1. Embodying sustainability values

- 1.1 Valuing sustainability
- 1.2 Supporting fairness
- 1.3 Promoting nature

2. Embracing complexity in sustainability

- 2.1 Systems thinking
- 2.2 Critical thinking
- 2.3 Problem framing

3. Envisioning sustainable futures

- 3.1 Futures literacy
- 3.2 Adaptability
- 3.3 Exploratory thinking

4. Acting for sustainability

- 4.1 Political agency
- 4.2 Individual initiative
- 4.3 Collective action



Co-funded by
the European Union

2021-1-IE01-KA220-SCH-000027825



Let's explore!

t.ly/-e0f



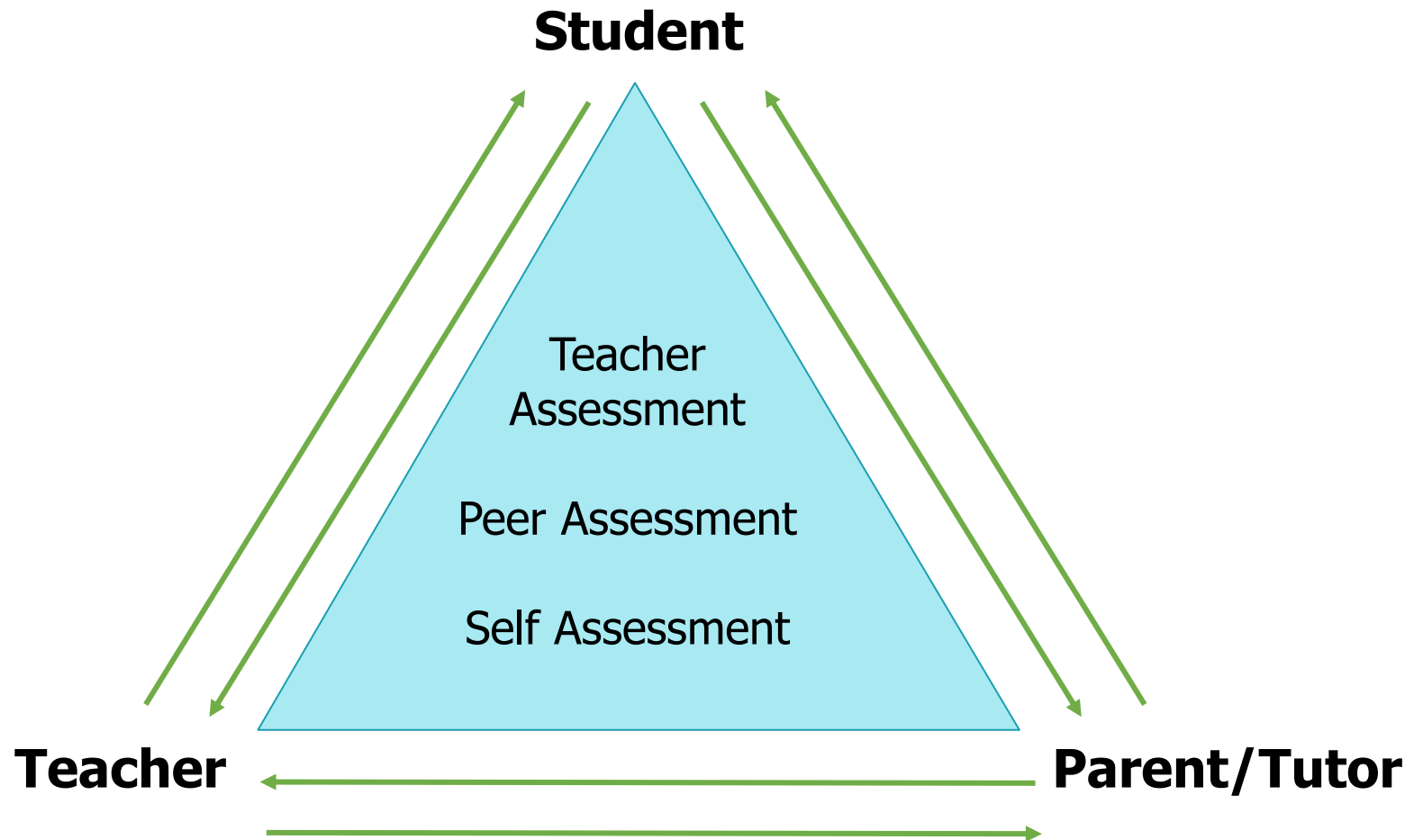
Download Excel (.xlsx) file

ASSESS



The ASSESS App

Integrates all of the above in
na easy, intuitive and
interactive way.





Co-funded by
the European Union

2021-1-IE01-KA220-SCH-000027825



The ASSESS App



*Scan the QR Code to download the Android
Version*

ASSESS



Co-funded by
the European Union

2021-1-IE01-KA220-SCH-000027825



Thank you!



Priscila Doran
priscila@nuclio.org

ASSESS